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ABSTRACT

Noting that adult literacy involves adults who are readers and who are nonreaders, and that it is necessary to deal not only with problems of adult illiteracy, but also to encourage literate adults to read for work and pleasure, this bibliography presents annotations of 32 conference papers and journal articles published between 1989 and 1992 dealing with adult literacy. The Overview section outlines a variety of broad topics related to adult literacy. Sources in the Program section deal with various programs that facilitate the emergence and growth of adult readers. The Research section includes current studies dealing with adult literacy. The final section deals with other issues related to adult readers and the literacy movement. (RS)

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by Jerry Johns and Karen Biggs

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ADULT LITERACY: OVERVIEW, PROGRAMS AND RESEARCH

by Jerry Johns and Karen Biggs

Adult literacy is a multi-faceted issue facing not only the educational system, but society in general. It involves adults who are readers and who are nonreaders. It is necessary to deal not only with the problem of illiteracy in adults, but also to encourage literate adults to read for work and pleasure. A search of the ERIC database produced the following citiations on adult literacy from the period 1989-1992. The Overview section deals with a variety of broad topics related to adult literacy. Sources in the Programs section deal with various programs that facilitate the emergence and growth of adult readers. The Research section includes current studies dealing with adult literacy. The final section deals with other issues related to adult readers and the literacy movement.

Two types of citations are provided in this bibliography: ERIC documents and journal articles.

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OVERVIEW

"Adult Literacy: The Key to Lifelong Learning." 1992. 47 p. [ED 344 046]

Describes a plan for achieving literacy in New York State. Proposes solutions addressing adult literacy needs, assigning priorty to adult literacy programs and services, and improving literacy instruction, curriculum, and assessment.

Bhola, H.S. "World Trends and Issues in Adult Literacy: Update, 1990." Paper presented at the International Reading Association, Atlanta, GA, 1990. 31 p. [ED 319 938]

Discusses the following trends and issues in worldwide adult literacy: 1) an increasing percentage of literate people resulting from a more effective children's educational process; 2) fuzzy definitions of literacy and how that definition is assessed; 3) moving toward adult literacy as a goal of society; 4) an assessment of available materials; and 5) the reeducation of adult literacy professionals.

Dixon-Krauss, Lisbeth A. and Jennings, Clara M. "A Report on the Social Context Model of Adult Literacy." 1990. 36 p. [ED 327 809]

Proposes that literacy is a relative phenomena and literacy needs are specific to the individual and the social context within which the individual operates. States that instruction is based on the concept of activity with a focus on the formation of students' shared and personal literacy goals.

Dumont, Bernard. "Post-Literacy: A Pre-Requisite for Literacy." *Literacy Lessons*. 1990. 17 p. [ED 321 058]

Describes post-literacy as all the activities that allow persons who have recently become literate to make use of their skills and to increase their newly acquired knowledge. Stresses the importance of providing the environment and materials needed to help a newly literate adult remain literate.

Ferrell, Susan T. and Howley, Aimee. "Adult Literacy in Rural Areas." *Journal of Reading*, v34 n5 p368-372 Feb. 1991.

Examines the current status of adult literacy programs in rural areas. Discusses the goals of rural adult literacy programs and the types of programs reported to be effective. Discusses the needs of adult illiterates in rural areas and the conditions that support or limit the widespread influence of effective programs.

Lind, Agneta and Johnston, Anton. "Adult Literacy in the Third World: A Review of Objectives and Strategies." 1990. 144p. [ED 339 819]

Estimates that nearly 1 billion adults are totally illiterate—the majority of them women. Provides reasons for launching literacy programs, and factors that explain low attendance and lack of motivation. Lists literacy strategies that have major influence in developing countries, as well as other approaches.

Putnam, Lillian. "Quo Vadis: Adult Literacy." *Journal of Clinical Reading: Research and Programs*, v3 n3 p3-4 1990-91.

Discusses adult literacy and the need for appropriate instruction to prepare workers for job-related reading.

Newman, Anabel and Beverstock, Caroline. "Adult Literacy: Contexts and Challenges." 1990. 232p. [ED 321 251]

Reports recent findings across the spectrum of the literacy movement to help plan the future of the movement in the United States. Discusses the history of the adult literacy movement and the emergent definitions of adult literacy.

Vasu, Michael L. and Frazier, Andy. "Workforce Preparedness for Economic Development: Report on the 1989 North Carolina Business and Industry Survey." 1989. 28 p. [ED 344 042]

Describes reactions of North Carolina employers to skills possessed by the graduates of the state's educational system. Concludes that the students were inadequately prepared for functional literacy tasks in the workplace. States that there is a need for increased literacy preparation at all levels.

PROGRAMS

Cuellar, Sylvia and Owens, Peggy. "Literacy Program Update 1991." 1991. 274 p. [ED 341 792]

Chronicles the events that took place and materials that were developed to assist the Texas Agricultural Extension Service faculty in its literacy program. Includes a description of how the program evolved and how it was implemented in the community.

Davis, Denise M. "Adult Literacy Programs: Toward Equality or Maintaining the Status Quo?" *Journal of Reading*, v35 n1 p34-37 Sept. 1991.

Maintains that the values established literacy programs espouse must conform to the learners' own beliefs and not be rooted in the status quo if resistant adult nonreaders are to be reached.

Keefe, Donald and Meyer, Valerie. "Teaching Adult New Readers the Whole Language Way." *Journal of Reading*, v35 n3 p180-183 Nov. 1991.

Provides a brief summary of whole language theory and offers suggestions for its application in adult education settings. Maintains that when instructional techniques rooted in whole language theory are used with adult beginning readers, learning is more meaningful and success can be dramatic.

Metz, Elizabeth. "The Issue: Adult Literacy Assessment." *ERIC Digest*. 1989. 4 p. [ED 310 369]

Helps adult education teachers and administrators select the type of adult literacy program that will best meet the needs of their students. Surveys nine different programs and discusses the assessment methods used for each program.

Sasaoka, Taichi. "How to Prepare Materials for Neo-Literates." *Literacy Lessons*. 1990. 17 p. [ED 321 061]

Describes literacy materials for illiterate or neo-literate people. Presents materials which provide practice and reinforcement of newly learned skills. Contends that these simple and interesting reading materials should improve the reader's quality of life as they encourage literacy development.

Williams, Richard P. and Strange, Terry. "Matching Program Characteristics to Adult Literacy Learners." *Adult Literacy and Basic Education*, v27 n1 p58-63 1990.

Identifies these areas of concern for matching adult readers with literacy programs: theoretical orientation (meaning based, code based, or interactive); programming factors (reading assessment, goal formation, affective factors, negative schooling attitudes, student interests, reading interpretations); and methodologies (phonics, whole word, neurological impress, repeated reading/listening, language experience, language satiation, and sustained silent reading).

Work, Marvin G. and McLaughlin, T. F. "The Effects of a Skill Based Individualized Reading Program on Reading Achievement of Adolescents and Adults with Low Reading Ability." *Reading Improvement*, v27 n1 p58-63 Spring 1990.

Examines the effectiveness of a skill-based individualized reading program on the reading achievement of adults and adolescents of low reading ability. Finds a significant improvement in reading skills. Notes that the outcome was replicated in two separate experiments across two different populations.

RESEARCH

Askov, Eunice N. and Forlizzi, Lori A. "Assessing the Educational Needs and Interests of Students Enrolled in a Reading Program at a Center for Older Adults." 1989. 25 p. [ED 316 832]

Assesses the educational interests and needs of a group of older, low-literate adults in order to develop computer-assisted literacy programs specifically designed for older adults. Notes that the adults exhibited a wide variety of skill levels, wanted to develop higher-order reading skills, expressed an interest in recreational reading materials and stressed the importance of having a tutor to provide support during the learning process.

Handel, Ruth D. "Program Descriptions and Research Findings: The Parent Readers Program and Its Adaptations in Schools and Adult Literacy Settings." 1990. 12p. [ED 323 505]

Reports the effects of a literacy program which addresses the needs of adult students enrolled in remedial reading classes at a community college. Describes the program that consists of a workshop series which uses children's literature to promote reading development. Finds that at the completion of the workshop, students felt able to take books home to share with other family members and to participate in other recreational reading programs in the community.

Hill, Kathy. "The Adult Literacy Movement in New Zealand: Its Rise and Development." 1990. 47 p. [ED 333 119]

Reports the objectives of a research project which gives an account of the adult literacy movement in New Zealand between the years of 1974 and 1988. Describes programs, materials, and reactions of students who were a part of the program.

Hull, Glynda. "Hearing Other Voices: A Critical Assessment of Popular Views on Literacy and Work." 1991. 47p. [ED 338 865]

Reports recent cognitive and historical research as well as the perspective of workers which challenge the popular myths of literacy and work. Explores the belief that workers do not possess the necessary literacy skills for current and future jobs.

Kaminsky, Sally and Hrach, Elaine. "The Development of Self-Evaluation Skills for Improving Reading Performance." *Adult Literacy and Basic Education*, v14 n1 p54-61 1990.

Considers a class of 15 adult literacy students provided with reading instruction and training in self-evaluation skills; a control group of 15 did not receive such training. Reveals adults in both groups to be overestimators of their reading performance. Claims that more experimentals overestimated their performance after training. Reports that no differences were found in reading improvement.

McNinch, George W. and Steelmon, Peggy. "Perceived Reading Status of Teacher Education Students." *Reading Improvement*, v27 n3 p203-206 Fall 1990.

Investigates the reading behaviors and perceived reading status of 42 teacher education majors. Finds that teacher education students, whether labeling themselves as "frequent" or "occasional" readers, view themselves as readers in a literate society who will serve as role models to promote literacy in prospective students.

Mikulecky, Larry and D'Adamo-Weinsstein, Lisa. "How Effective Are Workplace Literacy Programs?" 1991. 36 p. [ED 330 891]

Reviews the current research on workplace literacy programs. Reveals that only a few programs reporting rigorous evaluation and assessments are often limited to questionnaires or surveys. Proposes a more comprehensive assessment model for learners within a given literacy program.

Padak, Nancy D. and Padak, Gary M. "What Works: Adult Literacy Program Evaluation." *Journal of Reading*, v34 n5 p374-379 Feb. 1991.

Reviews research that presents the criteria by which adult literacy program effectiveness can be assessed.

Stromquist, Nelly P. "Adult Literacy: Views from the Ivory Tower and the Grass Roots." 1991. 31p. [ED 339 822]

Describes the differences between the adult literacy research questions pursued by academicians and practitioners. Argues that research concerns expressed by these two groups are based on different assumptions regarding the nature, distribution, uses, and potential of literacy.

OTHER LITERACY ISSUES

Collins, Vickie L. "Reader Development Bibliography. Books Recommended for Adult New Readers." 1990. 207 p. [ED 329 648]

Annotates a list of 390 literacy materials for adults reading at a reading level of eighth grade and below. Finds that many of the instructional titles are in workbook format, and can be used with adult basic education and English As a Second Language learners.

"Emergent Literacy: An Early Reading and Writing Concept." *Issues in Adult Literacy Education*. 1991. 33p. [ED 332 697]

Contains three articles: "Issues in Adult Literacy Education," by JoAnn Crandall and Susan Imel; "Emergent Literacy: An Early Reading and Writing Concept," by Carl B. Smith; and "Adult Literacy Programs in Rural Areas," by Susan Ferrall.

Ewing, June B. "President's Commentary: From At-Risk First Graders to Illiterate Adults: Breaking the Cycle." *Journal of Clinical Reading: Research and Programs*, v3 n3 p1-2 1990-91.

Discusses the adult illiteracy problem in the United States. Describes the Reading Recovery Program and a similar reading program at Georgia Southwestern College, both of which place teacher education students with first graders to serve as reading pals.

"Is the Story Literacy, Decent Jobs, or Political Will? A Reporter's Guide to Emerging Adult Literary Issues." 1991. 56p. [ED 337 708]

Responds to adult literacy, basic skills, and workplace literacy programs from the viewpoint of media reporters. Includes six reports by reporters viewing the adult literacy movement as a reaction to the needs of society and the political system which governs it.

Gessner, Barbara A. and others. "Reading Activities of Registered Nurses," *Journal of Continuing Education in the Health Profession*, v10 n3 p245-56 1990.

Finds that registered nurses at 44 sites devoted an average of 1 hour and 51 minutes per day to professional reading. Educational level, position, and memberships were the best predictors of how much time was spent reading job-related material.

Stromquist, Nelly P. "Women and Illiteracy: The Interplay of Gender Subordination and Poverty." *Comparative Education Review*, v34 n1 p95-111 Feb. 1990.

Examines the relationships among gender, subordination, politics, poverty and illiteracy in developing nations. Links women's illiteracy with uneven power distribution. Suggests that patriarchal ideologies shaping the sexual division of labor affect women's access to education and attainment of literacy. Recommends literacy programs be more relevant to local women's needs.

Thau, Andrea P. "Vision and Literacy." *Journal of Reading*, v35 n3 p196-199 Nov. 1991.

Reports on the first New York Literacy Vision Screening which investigated whether illiterate adults enrolled in illiteracy programs might have undetected visual problems that were interfering with their quest for literacy. Reports that a startling 66 percent of adults have vision problems.

Available from ERIC/RCS:

Adult Literacy: Contexts and Challenges, by Anabel Powell Newman and Caroline Beverstock. (G12; $10.50)

Adult Literacies: Intersections with Elementary and Secondary Education, by Caroline Beverstock and Anabel P. Newman (G21; $20.00)

Digests and FAST Bibs

D45 - *The Issue: Adult Literacy Assessment*

D54 - *Multiplicities of Literacies in the 1990s*

F69 - *Workplace Literacy: An Update*

F70 - *Adult Literacy: Instructional Strategies*

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